

Lockport City School District
Grade 2 Rubric for Timed Writing Task: Opinion Writing

Directions:

Writers will research a variety of texts about a selected topic. They will use what is learned to describe their thoughts and feelings about the topic.

Successful writers will demonstrate the ability to:

- Write opinion pieces in which they introduce a topic they are writing about
- State an opinion
- Supply reasons to support the opinion
- Provide a concluding statement or section
- Use linking words (*because, and, also*) to connect the opinion and reasons
- Use the conventions of standard English grammar and usage when writing or speaking
- Use the conventions of standard English capitalization, punctuation, and spelling
- Use apostrophes

GRADE 2 TIMED WRITING TASK

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED _____ I tell my reader what I think or feel about one topic. I give several reasons for my thoughts and feelings.	EXPERIENCED _____ It sounds like I have many thoughts and very strong feelings about my topic.	EXPERIENCED _____ I have a clear beginning, middle, and end. I group all of my details together well. I use the words <i>because</i> , <i>and</i> , or <i>also</i> to link my details together throughout my writing.
DEVELOPING _____ I tell my reader about a topic, but I don't share what I think or feel about this topic. I share some facts about my topic.	DEVELOPING _____ I know a lot about my topic, but I'm not sure what I think or feel about it yet.	DEVELOPING _____ I have a clear beginning, middle, and end. I group most of my details together well. I attempt to link my details together at least once, using the words <i>because</i> , <i>and</i> , or <i>also</i> .
BEGINNING _____ I am not sure what my topic is yet.	BEGINNING _____ I don't know enough about my topic yet to have thoughts or feelings about it.	BEGINNING _____ I need to create a beginning, middle, and end for my writing. My details are jumbled together. I haven't grouped my details or linked them together yet.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
EXPERIENCED _____ I use interesting words that are just right.	EXPERIENCED _____ My writing is meant to be read aloud. It sounds wonderful!	EXPERIENCED _____ My writing is nearly free of all spelling and punctuation mistakes. I use apostrophes well.
DEVELOPING _____ I use most of my words correctly.	DEVELOPING _____ My writing is easy to understand when it is read aloud. It is clear.	DEVELOPING _____ My writing includes some spelling and punctuation mistakes. They don't make it hard for my reader to understand what I am trying to say, though. I try to use apostrophes.
BEGINNING _____ I have a hard time using my words correctly.	BEGINNING _____ My writing is hard to understand when it is read aloud.	BEGINNING _____ My spelling and punctuation mistakes make it difficult for my reader to understand my writing. I need to use apostrophes.

Writing Process

EXPERIENCED____

--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.
--I change my writing as I go, based on new ideas I develop or suggestions from other people.
--I make corrections in conventions.
--I look for ways to share my work with others.

DEVELOPING____

--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.
--I make at least one change to my writing when I'm working.
--I ask others to tell me how to improve my work. Sometimes, I make changes.
--I share my work when my teacher tells me to.

BEGINNING____

--My writing is usually based upon the first idea that comes to mind.
--I'm not sure how to make changes to my writing yet.
--My final copy is nearly identical to my rough draft.
--I don't share my work with other people.

Technology Integration

EXPERIENCED____

--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.
--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.
--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to

DEVELOPING____

--My teacher helps me select and use technology tools that connect with my purposes.
--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise
--I use selected technology tools to share my work with an audience.

BEGINNING____

--I use the single technology tool suggested to me by my teacher.
--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.
--I am learning how I can share my work with an audience using technology tools.

DOCUMENT T-R

CCLS: W.2.1, W.2.5, W.2.7, L.2.1, L.2.2c

make my work better.